DOCUMENT RESUME

ED 463 467 CG 031 618

AUTHOR	Dahir, Carol, Ed.
TITLE	Planning for Life: Developing and Recognizing Exemplary Career Planning Programs. A Resource Guide for Counselors.
INSTITUTION	American School Counselor Association, Alexandria, VA.
SPONS AGENCY	Army Recruiting Command, Fort Knox, KY.
PUB DATE	2001-00-00
NOTE	72p.
AVAILABLE FROM	American School Counselor Association, 801 N. Fairfax Street, Suite 310, Alexandria, VA 22314. Web site: http://www.schoolcounselor.org.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adolescents; *Career Counseling; *Career Planning; *Demonstration Programs; High Schools; National Programs; National Standards; Program Evaluation; Program Implementation; State Programs; Young Adults

ABSTRACT

Recognizing the importance of the need for effective career planning, the United States Army, in conjunction with the Council of Economic Development, conducted a forum to focus on this issue. What emerged was a program called Planning for Life, which annually recognizes outstanding career planning programs at the state and national level. The program recognizes schools that have successfully implemented complete and effective career planning efforts for youth and young adults. This guide provides many sources of information on effective career planning, which will allow counselors to identify and evaluate career planning elements in their programs; assess current career planning practices based on national standards; motivate their schools to attempt new strategies; and work towards ensuring that all students have a career plan before leaving school. National winners include Stroudsburg Area School District (Pennsylvania); Hillsboro School District (Oregon); Woods Cross High School (Utah); Nathan Hale High School (West Allis, Wisconsin); Bear Creek Middle School (Fairburn, Georgia); Independent School District (Emmett, Idaho); and Arcadia Valley R-2 School District (Ironton, Missouri). Appendixes include: National Standards for School Counseling Programs; National Career Development Guidelines; Planning for Life State Facilitators; and U.S. Army Recruiting Command Education Services Specialists. (JDM)

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Developing and Recognizing Exemplary Career Planning Programs

A Resource Guide for Counselors

CG031618

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Purpose and Mission Statement

The American School Counselor Association (ASCA) is the professional organization for school counselors. Its members number more than 12,000. Members are school counselors in public and private pre-kindergarten, elementary, middle and junior high, secondary, and post-secondary schools. ASCA's national organization, in Alexandria, Virginia, is affiliated with 51 state school counselor associations.

ASCA's mission is to represent professional school counselors and to promote professionalism and ethical practices. To achieve this mission, ASCA is committed to the following objectives:

- Respecting the worth and dignity of the individual;
- Enabling positive change;
- Acquiring and applying knowledge;
- Empowering leadership; and
- Promoting collaboration.

In addition, ASCA sponsored the development of *The National Standards for School Counseling Programs* and is instrumental in developing and recommending strong professional and ethical standards for school counseling. ASCA assists school counselors in delivering more effective services by: providing the means and information to enhance skills; providing support and direction for self-evaluation; and conducting and supporting research to measure counselor effectiveness.

PLANNING FOR Life

Developing and Recognizing Exemplary Career Planning Programs

A Resource Guide for Counselors

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Planning For Life has received the following recognition:

Merit Award – 1997
Guidance Division, Association for Career and Technical Education

Award of Excellence and Innovation – 1998
American Association for Career Education

Educational Sponsorship Award – 1998
National Association for Industry-Education Cooperation

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Preface

Preparing students to select a career pathway and guiding them to enroll in appropriate coursework is critical to meeting the challenges of the 21st century. Comprehensive school counseling and career guidance programs provide students with attitudes, knowledge, and skills that support school success and establish a strong foundation for promising futures. A fundamental component of these overarching programs is effective career planning – initiatives that address student needs by providing career awareness, helping students connect educational goals to career goals, and offering opportunities for career exploration through mentoring and shadowing.

Recognizing the importance of America's need for effective career planning, the United States Army, in coordination with the Council of Economic Development, conducted a National Policy Forum in 1994, bringing together leaders from many sectors of society to focus on this issue. As a result of this forum, U.S. Army Recruiting Command announced it would create a program to recognize the most outstanding career planning programs at the state and national level annually. The program is called *Planning for Life*.

The United States Army and the American School Counselor Association (ASCA) are committed to promoting the involvement of students, families, business, labor and educators in partnerships that will enable today's youth to seek successful futures. The *Planning for Life Recognition Program* is one way in which this commitment is demonstrated. It is the U.S. Army's way of thanking counselors and career specialists for providing students in grades 6-14 with experience, maturity, discipline and motivation to succeed in the career path they choose.

A primary mission of the program is to spotlight exemplary programs and underscore the importance and necessity of career planning as a lifelong need. The program provides national recognition to selected schools that have successfully implemented complete and effective career planning efforts for the youth and/or young adults served.

Participating in a program like *Planning for Life* is an excellent way for an individual middle, junior high, high school, post-secondary institution, or school district to evaluate and enhance its career planning program, increase parental involvement, bolster faculty involvement and support, and help ensure that students connect educational goals with career goals. State and national recognition of successful local commitment can in turn be an incentive for others to become actively involved in coalitions that will benefit youth in their communities. Many state winners also receive a small grant from their state school counselor associations to help support future career planning efforts.

This *Planning for Life Resource Guide for Counselors* provides a wealth of information on effective career planning, which will help you to:

- identify and evaluate the career planning elements in your comprehensive school counseling and career guidance program;
- assess your current career planning practices based on nationally accepted criteria;
- motivate colleagues, school administrators, parents, and members of the community to collaborate on creating bright futures for students;
- ensure that all students leaving your school and system has a career plan that will help them make good transitions with a focus on their future goals.

In addition, this Resource Guide includes Best Practices Profiles: a compilation of the career guidance programs of national winners and honorees for 2000-2001; plus a sample of a career plan that you can adapt for your students and use to set a standard for career-planning efforts in your school system.

Career planning is an exciting and challenging opportunity for adults to join together to have a lasting impact on the lives of individuals and communities. We encourage you to visit *www.schoolcounselor.org* for more information, and to participate in this nationally recognized partnership of students, families, educators and leaders in business, industry and the community. Today's youth need our help and support to meet the rigors and demands of an ever changing and complex world. *Planning For Life* will help you help your students.

William J. Kunisch
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U.S. Army Recruiting Command

Kwok-Sze Richard Wong
Executive Director
American School Counselor Association

"A primary mission of the program is to spotlight exemplary programs and underscore the importance and necessity of career planning as a lifelong need. The program provides national recognition to selected schools that have successfully implemented complete and effective career planning efforts for the youth and/or young adults served."

Acknowledgements

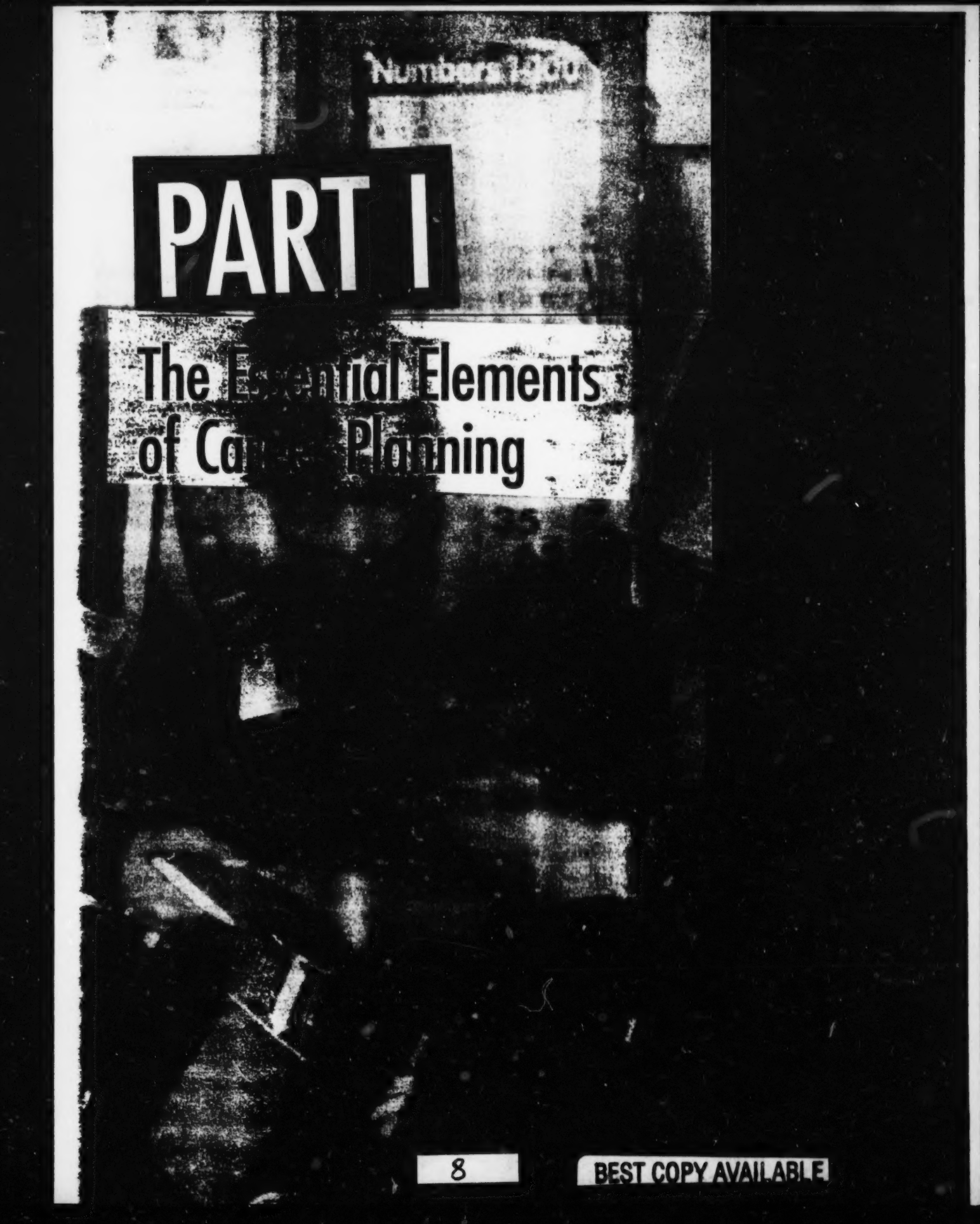
The *Planning For Life Recognition Program*, sponsored by the United States Army, is in its ninth year and has honored more than 220 schools at the state and national level. The initial administration of this program was a professional partnership established by the U.S. Army with the National Consortium of State Career Guidance Supervisors. In December 1999, the American School Counselor Association (ASCA) and the U.S. Army established a new partnership to recognize outstanding career planning programs across our nation.

This newly revised *Resource Counselor Guidebook* is the result of the collective vision of national and state school counselor association leaders, the state-level facilitators for *Planning For Life*, and the feedback received from those who have participated in this nationally recognized program.

Special appreciation is extended to Kwok-Sze Richard Wong, ASCA Executive Director; Heather Rosenzweig, Administrative Assistant, Planning For Life; Caroline Raeder, Senior Consultant, Leo Burnett; Kathleen Rakestraw, ASCA Communications Director; Stephanie Will, ASCA Director of Administration; Kathleen Brady-Taylor, Career Experience Specialist, Fairfax County Public Schools; and especially to Bill Kunisch, Chief, Education Division, the U.S. Army Recruiting Command, for the many hours they contributed to the continued transition, revision and implementation of this project.

We also wish to recognize the following national leaders for their invaluable support, guidance and participation in the *Planning For Life* national awards selection process: Nancy Perry, former ASCA Executive Director; Janet Wall, Assistant Vice President, ACT; Roger Lambert, President, National Career Development Association; Dawn Kay, Utah State Department of Education, and former PFL national winner; Kathy Jo Elliott, President-Elect, Association for Career and Technical Education; Gisela Harkin, Department of Education, Office of Vocational and Adult Education, U.S. Department of Education; Jeanette Gallus, ASCA Professional Recognition Chair; Pat Schwallie-Giddis, Assistant Professor, George Washington University.

The invaluable leadership of our state *Planning For Life* facilitators and the commitment of our state school counselor associations will help ensure that comprehensive career planning programs will become part of the education of every child across our nation.



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Introduction

What We Can Do Today To Help Students Prepare for a Successful Tomorrow

"90 percent of this year's kindergarten students will find themselves in jobs we know nothing about today"

J.D. Hoye, 1998,
Former Director, National
School to Work Office

Leaving the future of America's youth to chance places young people at risk in an increasingly competitive job marketplace. In recent decades, the advancement of technology and increasing demand for highly skilled workers has placed a whole new emphasis on the need for effective career development and guidance programs in America's schools. If our nation is to be competitive in the 21st century, and if American students are to succeed in the workplace, effective career planning programs are absolutely essential. Only through comprehensive and effective career development programs will America's youth be able to decide realistically about their personal and professional futures.

The Challenge

Even 20 years ago, it was fairly common for young people to take a job with a company and stay with that company throughout their working life. Statistics show that this is not the way it is anymore. Experts say that a person now entering the work force will change jobs an average of eight times before retirement. What's more, the same person will change careers three or more times.

Every year the development of new technology makes some jobs obsolete while others, many that never existed before, are created. A whole new dot.com industry has been created and continues to re-invent itself. Company downsizing has also had a significant impact on the workforce, causing many people to lose their jobs and seek new employment and careers.

The Future

Although no one can predict with complete accuracy which jobs will exist in the future and which will not, it is possible to assess a specific job's outlook. This is done by examining opportunities that exist in the field now, the average age of the employees in that job title, the number of people in training and preparation programs and trends in technology, economics and demographics.

This information is available through many government labor and economic reports. Publications such as the Occupational Outlook Handbook are available on the internet. Students also need to know that even jobs with a prediction of decline will need workers to replace those who leave the labor force through attrition and retirement.

Demographics

Demographics also provide key information in exploring the worker of the future. The millennial generation will soon surpass the size of Generation X and may become as large as the baby boom generation. Depending on the quantity and quality of entry-level jobs, there will be strong competition for these jobs. There will, however, be better opportunities when competing with X-ers for upper level and higher paying positions. Demographics also influence the need for goods and services. The high-tech industry is a prime example. When a product is in high demand, jobs in that industry are generally plentiful.

Technology

Only 100 years ago, 11 million people in the U.S. worked on farms growing 100 percent of our national food supply. Fewer than one million people now work on farms growing 120 percent of the food we need. Technology, in the form of new and better equipment and machinery, fertilizers and farming techniques has changed the industry.

Today, technology is changing faster than ever before, which means that the job market also changes rapidly. New jobs and career opportunities will emerge that are beyond today's imagination.

Trends For Tomorrow

As we enter the next century, emerging trends will promote new opportunities. A strong complement of education and skills will be essential for success. Technology, particularly in communications and biotechnical research, will continue to impact economic growth. Privatization is increasingly becoming the wave of the future. Markets for production and distribution will expand in third world countries. Success for tomorrow will require a well-educated, highly skilled workforce.

"...schools must function as a transitional experience, getting each student ready for the next step of life, whatever it may be for that individual, with the understanding that, ultimately, each person needs to earn a living."

Breaking Ranks: Changing an American Institution, National Association of Secondary School Principals, 1996

Career Planning: An Essential Component of a School Counseling and Career Guidance Program

Career planning is an essential tool for counselors to use as they work with students, parents, teachers and employers. The career planning process is an essential component of career development, which is integral to every student's education. The National Standards for School Counseling Programs and the National Career Development Guidelines identify specific attitudes, knowledge and skills that students should acquire as a result of the comprehensive school counseling and career guidance program. The standards and competencies encourage students to participate in a series of structured activities that result in applying decision-making and planning skills to build their futures. Students formulate and bring into focus tentative career goals, select academic and career/technical courses, and identify the levels of competence, certification and/or achievement necessary to reach their goals. Early, comprehensive and ongoing career planning opens the door to numerous possibilities and opportunities. Each student is encouraged, motivated to visualize opportunities and reach for his/her full potential.

In 1994, the School-to-Work Act and the American School Counselor Association (ASCA) recognized that students should develop a career plan at the beginning of their high school career. This plan could also include a career pathway based on an assessment of the student's aptitudes, skills, interests, and personal preferences. The career plan establishes a focus for achievement and helps students identify the strategies and tasks that are necessary to accomplish their goal. A career plan serves to guide students to make decisions about academic preparation, work experience, and the education and training necessary after high school to make successful transitions to the career path of their choice. The career plan also helps counselors monitor students' achievement of the goals of the National Standards for School Counseling Programs and the National Career Development Guidelines. Students and counselors should review this plan annually and make adjustments to it as knowledge and skills are attained and/or interests change.

The career plan should include the results of the assessments of the skills, attitudes and interests demonstrated by students by the time they are entering 8th or 9th grade. Students should be exposed to career awareness in grades K-6, and have participated in career investigations in grades 7-8. The career plan encourages career experiences that are in support of each student's educational plan in grades 9-12.

The individualized career plan is a formal document that reflects the student's unique talent and needs. The plan should be designed to help students successfully transition from school to future learning and to employment. School and career counselors coordinate the

planning process with students; however, teachers, administrators, parents, and employers must be significantly involved in this important cooperative function. Involving all stakeholders shows community commitment and support to prepare today's students for an ever-changing and complex world.

The National Center for Research in Vocational Education (NCRVE) stated in 2001 that "all young people need help to be successful in school and, ultimately, in life. Teachers, counselors, school administrators and parents are key to assisting students in finding meaningful careers." This is why every high school should provide career planning assistance for each student as part of a comprehensive school counseling and career guidance program. Students are supported to make informed career decisions, explore career areas, acquire employability skills, and are offered quality career mentoring, shadowing, and internship opportunities. This comprehensive approach fulfills the intent of Breaking Ranks (NASSP, 2001) which encourages schools to provide each student with a transitional experience, recognizing the ultimate need for each student to become a contributing member of the community.

The Essential Elements of Career Planning

What does it take to deliver a successful career planning program?

The following six essential elements are the criteria by which career planning efforts are assessed in the *Planning for Life Recognition Program* at both the state and national level. These elements represent the key components of what it takes to design, deliver and evaluate a comprehensive career planning program. They are:

- Vision
- Commitment
- Comprehensiveness
- Collaboration
- Program Management
- Program Evaluation

This section describes each of the six elements through definition, an explanation of specific criteria, and presents examples of documentation or evidence that the element has been achieved. This section also serves as a self-assessment of current career planning practices and/or as a guide for completing the application for recognition that is found on page 61.

If your school is just beginning the development of a career planning process, the six essential elements can be used in each step of your program design. As the process is developed, the suggested documentation materials can be integrated into the strategies and activities. Incorporating these six elements provides a solid foundation for delivering a quality and effective career planning program for your students.

If your career planning program is already in place, your collaborative team of counselors, teachers, administrators and community can evaluate each of the six essential elements to implement a self-study and assess your program's effectiveness. This review is an important step in the self-evaluation process. In this way, all of the stakeholders gain objective insight about the strengths and weaknesses of the career planning process.

VISION: What students will accomplish as a result of an effective career planning program and how it contributes to the school's mission.

In order to have a viable vision there must be a written statement that specifically addresses career planning. This statement must be clear about the purpose of the program and show how career planning is connected to the school/district mission. The following criteria must be in place to give a concise picture of the vision.

Criteria:

- There is a written vision statement addressing career planning.
- The career planning vision is connected to the school/district mission/vision.
- The vision statement clearly communicates the purpose of the program.
- The process for creating the vision is stated.
- Stakeholders were represented in the creation of the vision.
- Efforts are made to communicate the vision to all stakeholders.
- A process exists to link the vision to the design of the program.

Documentation:

- A written vision statement addressing career planning
- The school/district mission/vision statement
- Minutes or summary of meetings in which the vision was created
- List of stakeholders who created the vision, with descriptive titles
- Notices, statements, news articles, etc. indicating how the vision is communicated to stakeholders
- Evidence of the process that links the vision statement to the design of the program

COMMITMENT: Ongoing investment of resources and support in the career planning program by school/district, family, and community.

There must be evidence of commitment from the administration and the school board through official board policy or administrative directive. There is a need for evidence that communicates endorsement and/ or support for career planning. There also must be evidence of a commitment by the school guidance and counseling personnel based on activities that they list as part of their role and responsibility. The entire school faculty should show support for the career planning process through their schedule for the year.

If there is strong support from the business community, that will be evident through the many activities listed that involve various members of the community such as partnerships, advisory boards and career fairs. Parents/caregivers are also critical to the success of their child's career planning and there are numerous opportunities for their involvement to be documented. The final commitment must come from the students themselves as they take ownership of their own career plan.

Criteria:

- School board and administrative commitment through actions and positions taken, such as requiring a written career plan, authorizing financial resources or endorsements.
- School counseling and career guidance personnel commitment to career planning as a priority in their program.
- School counseling and career guidance personnel commitment to professional development activities related to career planning.
- Teachers and school staff commitment by support of the career planning process and integration of it into curricula when possible.
- Business and community leader commitment by working with school boards and administrators to ensure that all students have a career plan and that the plan is used in employment practices, and by encouraging work-based experiences for students.
- Parent/caregiver commitment by expressing support for career planning and encouraging participation by their child.
- Student commitment by claiming ownership of and responsibility for implementation of their career plans; by using their career plans as part of the decision-making process to select academic courses and meet educational goals.

Documentation:

- Copies of policies and/or school board minutes indicating support
- Copies of career-planning goals and objectives in the school counseling and career guidance program
- Agendas, minutes, or notices of professional development activity related to career planning
- Evidence of teacher support for career planning (schedules, department meeting minutes, etc.)
- School board minutes indicating business/community and parental support for career planning

- Evidence of business support of career planning in hiring practices and work-based experiences.
- Evidence of parental involvement in the development and review of students' career plans
- Copy of a completed career plan

COMPREHENSIVENESS: The degree to which all students participate in the career planning process as part of a comprehensive guidance and counseling program.

A comprehensive program must include the career planning process and there should be evidence that this opportunity is available for every student. This should include students' own assessment of their aptitudes, abilities and interests. Evidence must demonstrate that every student has a plan and that it is reviewed frequently and systematically.

Criteria:

- All students participate in a structured career planning process based on a comprehensive set of outcomes or competencies.
- Career planning activities are conducted at all grade levels.
- Education and training are explored without limitations imposed because of gender, race or physical condition.
- A variety of formal and informal individual assessments is used as needed.
- Individual abilities, aptitudes, achievements and interests form the basis for goal setting in career planning.
- Extracurricular activities support the career planning process.
- Career planning is ongoing; students are encouraged to review and revise their plans frequently and systematically.
- Each student has a written career plan.

Documentation:

- Copy of a comprehensive guidance and counseling program including career planning activities
- Schedule of career planning activities by level
- Evidence that all students, without limitation, are included in career planning
- A listing of formal and informal assessment tools utilized
- Evidence of goal setting activities
- Listing of extracurricular activities offered to support career interests of students
- Schedule of student review of career plan with counselors and/or other professionals
- Copy of a student's career plan

COLLABORATION: Shared ownership by stakeholders in the career planning process.

Collaboration is a key component of career planning because it shows the total involvement of all stakeholders, such as parents, community members, administrators, teachers and business and industry representatives. The roles for each partner are defined to clearly present everyone's efforts in the career planning process.

Criteria:

- Existence of an advisory committee including stakeholders to review and revise the career planning program.
- Administrative/school board support of career planning program.
- Infusion of career planning elements into curricula and other activities.
- Partnerships with business and community agencies to enhance career exploration.

- Structured career planning activities in guidance and counseling program that includes stakeholders.
- Opportunities for parents/caregivers to review and discuss child's career plan.
- Opportunities for parents/caregivers and community members to participate in the career planning program.
- Opportunities for students to give feedback to the career planning program.

Documentation:

- Minutes of advisory committee meetings
- Lists of stakeholders on advisory committees
- Schedule of career planning activities that include stakeholders
- Administrative/school board directives, memoranda, and articulation agreements
- Teachers' schedules indicating career planning activities
- Partnership agreements
- Evidence of job shadows, internships, career mentoring, and business and/or community support
- Evidence of parental involvement as volunteers, career days, etc.
- Schedule of parent conferences using career plans as basis
- Flyers, articles, etc. announcing Career Fairs or other career activities
- Agenda of professional development activities that include stakeholders

PROGRAM MANAGEMENT: A management system for career planning that ensures effective use of resources in the coordination, articulation and transition of the program from one grade level to the next.

Program management is essential for the success of the career planning process. There should be a description of the management procedures to determine who is ultimately responsible for implementing each aspect of the entire career planning program.

Criteria:

- There is a clear line of responsibility in the implementation and coordination of the program.
- Efforts are made to ensure a smooth transition at all levels.
- Qualified professionals ensure that the program is developmental and sequential.
- The program is a collaborative effort involving all stakeholders.
- A steering committee exists to monitor the ongoing program.
- Revisions are made in the program based on needs assessments and feedback.
- Stakeholders are regularly informed of status of the program through various forms of communication.
- A structure is in place to ensure coordination among the school, community and businesses involved in the career planning program.

Documentation:

- Evidence of responsibility for implementation included in a written career planning program
- An organizational chart indicating the line of responsibility in the implementation and monitoring of the program
- List of steering committee members and minutes of meetings
- Reports of the process used to receive feedback in the career planning program
- Qualifications of personnel involved in implementation of the program
- Copies of public relations initiatives to inform stakeholders and the community of the program
- Evidence of coordination of program among school, community and businesses

PROGRAM EVALUATION: The degree to which the program provides evidence of success.

Program evaluation ensures that the program has accomplished what it has intended to do. There should be evidence of feedback and a process for revisions on an ongoing basis to ensure the quality of the career planning program.

Criteria:

- There is ongoing evaluation of specific competencies based on feedback.
- Student competencies were developed using the National Standards for School Counseling Programs and/or the National Career Development Guidelines.
- Needs assessments are periodically conducted with stakeholders.
- There is a process for summative evaluation.
- There is a process to revise the program based on evaluation results.

Documentation:

- Methods of evaluation of student competencies
- Documentation of student feedback
- Copies of needs assessments
- Surveys of business, community agencies, parents, students, teachers and other staff
- Follow-up student surveys
- Report of summative evaluation

My Career Plan

NOTE: This sample Career Plan is based upon the National Standards for School Counseling Programs and the National Career Development Guidelines. The document includes sections for students to address self-knowledge; connect academic coursework to career goals; and analyze attitudes, knowledge, and skills necessary for school and workplace success. It also provides an opportunity to reflect on accomplishments. The Career Plan provides the documentation to demonstrate student achievement of the National Standards for School Counseling Programs and the National Career Development Guidelines.

I. Personal Data

Name: _____ Age: _____

Grade Level: _____

Teacher: _____

Home School: _____

School Counselor: _____

II. Career Goals

Future Goals and Decision-Making: ***"How do I get there?"***
Career Goals, Action Steps, and Education:

Year	**Grade Level**	**Goals:** *(resulting from career exploration activities)*	**Action Steps:** *(what I need to do to accomplish my goals)*	**Education Plan:** *(courses that relate to my career interests)*

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My Career Plan

III. About Me...

Interests:
Hobbies:
Abilities:
Strengths:
"Areas I'd like to strengthen:"
"Some of my achievements have been..."

IV. Career Exploration:

a. School and work experiences:

School:	**Work:**

b. Community Service Experiences:

Activity	**Date**

My Career Plan

V. Skills: *"What do I need to know?" "What skills are important to me?"*

Directions: Briefly describe a classroom experience or activity that helped you to acquire each of the following skills needed to succeed in life, work, and education and/or training beyond high school.

Skills:	Experience:
Basic Skills: I can listen to, read, and analyze the ideas of others, use information from a variety of sources and apply mathematical operations to solve problems orally in writing.	
Thinking Skills: I can evaluate facts, solve advanced problems, and make decisions using logic and reasoning skills.	
Personal Qualities: I can demonstrate an ability to respect others and work as a member of a team.	
Interpersonal Skills: I can demonstrate an ability to work with others, present facts that support arguments, listen to different points of view, and engage in a collaborative decision-making process.	
Technology: I can select and use appropriate technology to complete a task.	
Managing Information: I can select and communicate information in an appropriate format (e.g., oral, written, graphic, multimedia).	
Managing Resources: I know how to access the financial, human, and material resources needed to accomplish tasks and activities.	
Systems: I can understand how to work with changing systems in an organization.	
Family Resources/Family View of Work: I can understand the value of work and the resources needed to help me accomplish my career plan.	
Stereotyping/Non-Traditional: I can understand the opportunities available for entry into non-traditional careers.	

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My Career Plan

XI. Making Connections:

Directions: Describe the activity that you completed to show your career development accomplishments at this level.

Mentor's name:_____ Date reviewed: _____

XII. Reflections: " What I have learned."

Directions: Provide additional information you choose to include in your plan regarding yourself, your career exploration activities, or your goal planning process.

Date	

Annual Review of Student Career Plan:

Signature of Review Participants

Year	**Level**	**Date of Review**	**Student**	**Parent / Guardian**	**Teacher**	**Counselor**

PART II

Best Practice Profiles

BEST COPY AVAILABLE

Stroudsburg Area School District Stroudsburg, Pa.

National Winner
Small School District Category

Stroudsburg Area School District

Facts @ a Glance

Stroudsburg Area School District
123 Linden St.
Stroudsburg, PA 18360
Tel: (570) 424-4848
Fax: (570) 424-5794

Contact Person: Charlotte Kresge, Director of Science, Math and Applied Technology

Students:	4,000 district-wide (3 percent American Indian, 1.76 percent Asian/Pacific Islander, 7.57 percent Hispanic, 8.76 percent African American, 81.6 percent white)
Vision:	It is the mission of the Stroudsburg Area School District's comprehensive career development program to prepare all students for a successful transition into the world of work in the 21st century.
Best Practices:	The Graduation Project; integration of academic and career education; comprehensive K-12 career education program

Stroudsburg Area School District

Small Town Teaches the Real World One Grade at a Time

While some American teenagers learn about life after high school from MTV's cult hit show "The Real World," students growing up in Stroudsburg, Pa., have the advantage of learning about the real world while still in school, one grade at a time. In order to graduate from the town's only high school, students must successfully complete the school system's comprehensive career education program. Khaleeqa Rouse, a senior at Stroudsburg Senior High, just completed her graduation project, the culminating activity of the district's career ed program. "The graduation project was a good experience for me because I had to investigate a career that I was interested in and that gave me a chance to think about whether I would want to pursue that in the future."

The Program @ a Glance

The district's comprehensive K-12 career education program begins in elementary schools, where career activities are infused into the regular curriculum and focus on self-knowledge. The junior high school component focuses on career exploration, while the high school activities address career preparation. "There is no question about it — the district has invested many resources in an effort to provide meaningful career-related experiences for its most important resource of all, its children." says Charlotte Kresge, who serves as the school district's director of science, math and applied technology as well as the coordinator of the district's career education program.

As well as being chosen as a national *Planning for Life* winner this year, the program has also won top honors from the Pennsylvania Department of Education and was named as one of the top 10 in the nation by the National Consortium of State Career Guidance Supervisors in 1999. According to Kresge, "A lot of districts offer a career course here and there. We wanted a complete program." So Kresge, along with the career education development committee, fashioned a three-part program that starts in first through fifth grades, as elementary students learn about themselves and how to interact with others. Middle school students explore all the different careers available to them, and high school students hone in on their strengths to pinpoint what careers would best suit them. All students take interest inventories along the way. The committee used the National Career Development Guidelines to create the program, and to ensure that it would be competency-based and developmentally appropriate.

"Instead of lecturing about careers, teachers put students to work," says Kresge. "For example, all seventh-graders take a technical education course in which the classes form a manufacturing corporation and each student plays a role, from CEO to assembly-line worker. Seventh-grade art students design packaging and advertisements to learn about marketing."

Stroudsburg Area School District Graduation Project Components

Seventh Grade: In Career Education Class
Component A:
- Explore goal-setting
- Complete a career interest inventory
- Conduct a career interview

Career Portfolio Begins

Eighth Grade: In Career Education Class
Component B:
- Examine aspects of American workforce
- Complete a personality test
- Conduct a career research project
- Complete a job shadowing experience
- Submit an educational planning guide

Freshman Year: With a Faculty Advisor
Component C: Career research project
Component D: Educational planning guide

Sophomore Year: With a Faculty Advisor/Colleagues
Component E: Career research project
Component F: Oral presentation
Component G: Career interest inventory
Component H: Educational planning guide
Component I: Educational options list

Junior Year: In Career Education Class
Component J:
- Career interest inventory
- Job/school applications
- Mock interviews
- Job shadowing experience

Junior Year: With Faculty Advisor/Colleagues
Component K: Oral presentation
Component L: Career survey comparison
Component M: Educational planning guide

Junior Year: With Faculty Advisor
Component N: Individual Career Plan (ICP)
- Culminating project
- Presented in written, oral and visual format
- Approval required for graduation

Senior Year: With Faculty Advisor
- Completion of Individual Career Plans as needed
- Assorted career-related activities

The Graduation Project

Instituted in the fall of 1999 as a result of a state mandate — PA code 9.24, which requires graduating students to complete "a culminating project and to prove proficiency in research, evaluation, and communication" — the graduation project has evolved as the centerpiece of the district-wide career education program.

As part of the graduation project, all freshmen are assigned advisors who work with them on a career research project and a re-evaluation of the educational/career plan. Results are placed in a portfolio. In the tenth grade, students complete another research project, take a career-interest inventory, develop a list of educational options that match their interests, and, along with their parents, make any necessary amendments to their educational/career plans.

"The actual graduation project is completed in the student's junior year. The eleventh-grade homeroom teachers serve as the advisors and have responsibility for the graduation project. Every other week, the homeroom period is extended to 30 minutes so students can meet the various components of the project," says Ceal Yost, a graduation project faculty advisor and health education teacher at Stroudsburg High School. "During the fall, students research careers and select one they would like to shadow. Then in the spring, students complete the shadow experience and present the final project to the class and a panel of invited guests." The final project summarizes the job shadow experience in a written and oral format.

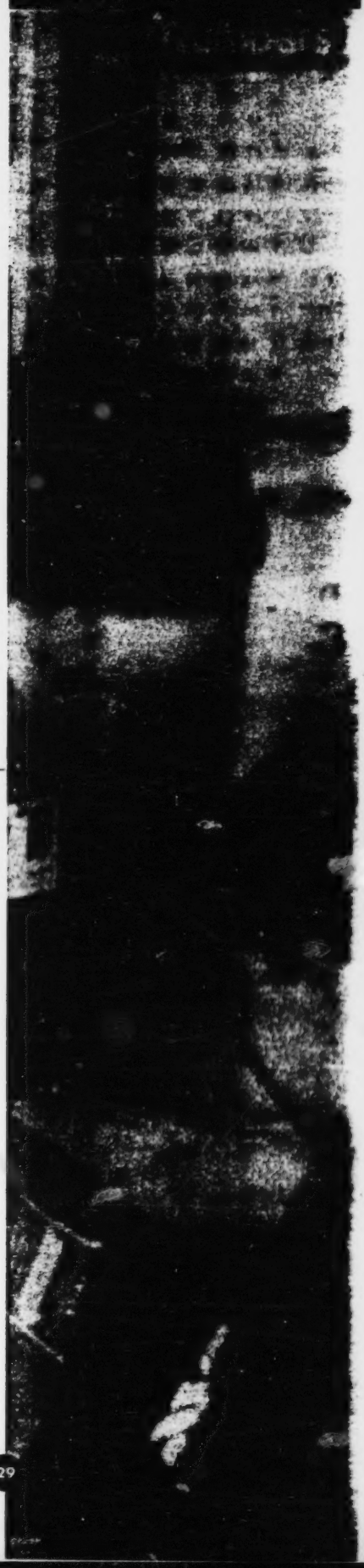
"You have to take the graduation project very seriously. In fact, my parents, my advisor and I signed a contract indicating that we had read and understood the expectations of the particular assignments and activities for the graduation project work," says Khaleeqa Rouse, a Stroudsburg High School student. As an aspiring broadcast journalist, Rouse shadowed Stroudsburg WSVG radio personality Bob Matthews for a day. "So while the project is very serious and your graduation hinges on successful completion, it is also a lot of fun because you get to choose who you want to shadow so you really take an interest in the project."

Looking Ahead

This innovative career development program brings together best practices in career/technical and academic education, and the Stroudsburg experience suggests some key ingredients in successful curriculum integration, community-based, work-based, and project-based learning.

Hillsboro School District 1J Hillsboro, Ore.

National Winner
Large School District Category



Hillsboro School District 1J

Facts @ a Glance

Hillsboro School District 1J
215 SE Sixth Ave.
Hillsboro, OR 97123
Tel: (503) 693-7334
Fax: (503) 693-4003
Web site: www.hsd.k12.or.us

Contact Person: Vicky Lindberg, Curriculum and Staff Development Coordinator

Students:	18,000 district-wide (71.47 percent white, 20.12 percent Hispanic, 1.62 percent African American, 6.09 percent Asian, 0.70 percent American Indian)
Vision:	In partnership with students, families, businesses, and other community organizations, we will develop a system for each student to set and achieve challenging goals, which will be tailored to the student's aspirations, talents and abilities.
Best Practices:	Parent Volunteer Program; Career Development Web Site; Integration; Collaboration

Hillsboro School District

Parents Take the Stage in Helping Prepare Students for the Future

When Beth Viducich signed up with her local PTA as a parent volunteer for Hillsboro High School, she figured she would do what most volunteers do: staff the clinic, help out at the concession stands, work back-to-school night. But she was in for a big surprise as she found herself managing student caseloads at the Hillsboro career center. Each high school in the Hillsboro School District has 15-20 parent volunteers in its career center. Each parent is assigned a caseload of students and works with those students, assisting them with their career planning and the career requirements they must meet for graduation.

Mrs. Viducich, as she is known to her students, spends Thursday mornings meeting with students and their pressing issues. "Some days I'm researching scholarship and financial aid information for a student who might not have time; other days I could be providing apprenticeship information to a student interested in working after high school," she explains. "It is a wonderful and rewarding volunteer experience; it makes me feel good to know I can help students especially when teachers and counselors have more and more time constraints during their day."

Katie Lim, a senior at Hillsboro High, credits her parent advisor with her scholarship awards totaling $60,000. "My parent advisor helped me identify some unique scholarship opportunities and without her I never would have known about some of these great programs. It is neat to see parents working with students other than their own children and be completely committed to them," says Lim.

Marla Lyle, Hillsboro High School school-to-work coordinator and coordinator of the school's parent advisor volunteer program, agrees. "The parent volunteer program underscores Hillsboro's genuine partnership with students and families to set and achieve challenging goals tailored to individual aspirations, talents and abilities."

The Program @ a Glance

From the time students enter kindergarten to the time they graduate, they can expect to be involved in a comprehensive career planning process. Students actually start exploring careers at the elementary and middle school level and as ninth graders they take the Self-Directed Search and begin a career plan which is housed in the career center. Each year, they review and update the plan. They also meet with counselors yearly and with parent advisors regarding their career plan.

In addition to assessments, students are guided through career exploration activities by using the Career Information System (CIS), participating in school-to-work activities, attending site visits or career fairs, and hearing guest speakers from various career fields. The senior year career planning activities are structured to provide students with specific information related to their post-high school plans. Seniors are encouraged to use their previous career planning activities to make realistic, informed decisions about their future goals.

Each grade level follows the developmentally appropriate student competencies prescribed by the state of Oregon. Known as the Career Related Learning Standards (CRLS), the com-

Guiding Principles

Hillsboro K-12 career development education program is dedicated to each of the following goals:

- Help students develop and demonstrate positive work habits, attitudes, and behaviors that will contribute to their success and satisfaction as learners, workers, family members, and citizens.
- Provide students with opportunities to develop and demonstrate teamwork and communication skills to effectively work with others.
- Prepare students for changing life roles, supporting them in discovering and developing their strengths, seeing possibilities, and making sound educational choices.
- Help students apply their knowledge and skills and set goals that will enable them to make successful transitions from school to career and from career to career throughout their lives.
- Provide students with opportunities to learn from community and work related experiences that enable them to demonstrate their academic knowledge and skills.
- Help students understand interrelationships and interdependence that exist in organizations and workplace systems.

petencies focus on communication, employment foundations, personal management, teamwork, career planning, problem solving, and organizations and systems. The CRLS have been integrated into the district's common curriculum, and where they are not integrated, the counselor or teacher is responsible for covering the career material.

Cyberspace and Career Development

The county's Web site, www.hsd.k12.or.us/CRLS/, plays a prominent role in Hillsboro's comprehensive K-12 career education program. Upon development of a comprehensive counseling/career program that was sequentially woven with the CRLS into all subject areas, grades K-12, Hillsboro created a searchable database using its internet site. "The career development site allows teachers at all levels to search the database for sample lessons that integrate the CRLS/career education program goals with their specific subject area and grade level. The model is outcome-based, measurable and integrates with the Academic Content Benchmarks." Says Vicky Lindberg, Curriculum and Staff Development Coordinator for Hillsboro School District, "We are finding that the site is extremely popular with elementary school teachers and we are looking to expand that to secondary teachers as well."

A sample plan for an eighth-grade social studies teacher interested in obtaining ideas for incorporating employment foundations into his/her curriculum follows.

Grade: 8
Subject Area: Social Science Teacher
Goal Area: Employment Foundations

Connecting Academic and Technical Skills

Responsibility: Counselors Supported by: Classroom Teacher
Assessment: Career Portfolio

- Understand the purposes of government as stated in the Constitution and specific provisions that limit the power of government in order to protect the rights of individuals.
- Read/discuss the Declaration of Independence, Articles of Confederation, and constitutional amendments.
- Identify purposes of government.
- Review earlier steps to development of existing governments (i.e., Magna Carta, English Bill of Rights, etc.).
- Identify specific provisions limiting the power of government to protect individual rights.
- Analyze/explain how the rights of individuals have expanded (Supreme Court decisions.)
- Identify how powers and responsibilities are distributed and balanced among the legislative, executive, and judicial branches of government at federal, state, and local levels.
- Identify the powers/responsibilities of the three branches of government.
- Review constitutional convention process in developing these branches at the federal level.
- Explain the checks and balance system and be able to give examples.
- Compare the federal government to both state and local level.
- Understand the role of laws in the U.S. and the processes through which they are made, applied, and enforced.
- Examine how a bill becomes law.
- Apply the process (ex: Simulation).
- Cite examples where federal laws have taken precedent over state laws.
- Cite examples where laws have been challenged and have been found unconstitutional by the Supreme Court.

From: SOCIAL SCIENCE - Social Science Analysis
Responsibility: Social Science Teacher Supported by: Media Specialists
Assessment: TBD

- Clarify key aspects of an event, issue, or problem through inquiry and research.
- Identify an event, issue, or problem to be studied.
- Examine the event, issue, or problem through research and inquiry.
- Research and document information from multiple resources.
- Examine the key elements of that event, issue, or problem so that its scope and focus are clear.

Collaboration is Key to Success for Hillsboro

"The most dynamic aspect of the Hillsboro School District career planning model is the collaboration that takes place between teachers, counselors, school-to-work coordinators, administrators, school board members, parents, and the business community," says Lindberg. "Continual and systematic collaborative efforts have enabled our district to excel in the area of career implementation in grades K-12. The collaboration has been our greatest strength, as we can share information, receive feedback and continually access and adjust our program to meet the needs of our students."

Woods Cross High School
Woods Cross, Utah

National Honoree

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Woods Cross High School

Facts @ a Glance

Woods Cross High School
Tel: (801) 402-4507
Fax: (801) 402-4501
Web site: www.wxhs.davis.k12.ut. us

Contact Person: Carol Petersen, Head Counselor

Vision: To build bridges for students by giving them essential learning skills, civic responsibility, career preparation and personal development.

Best Practices: Personalized Education; Student Education Occupation Plan (SEOP); SEOP Annual Conference

Woods Cross High School

Where Everybody is Somebody

Woods Cross resembles most suburban American high schools with its cross-section of adolescent experiences and interests. Some students sport Abercrombie logos on their tee shirts, while others opt for combat boots and pierced body parts. Sound like worlds apart? Not at Woods Cross High School, where "everybody is somebody," according to its motto.

The motto is not hanging in suspended animation in the main lobby, or in the cafeteria, or in the gym but rather personified in the hearts and minds of the small student body that makes up Woods Cross. "I think we have a unique situation here because the students and faculty are all very supportive of one another," says Suzanna Adair, Woods Cross High School school-to-careers coordinator. "I'm not sure what accounts for that; perhaps it is the fact that we are a small school with only 1,300 students. Whatever the reason, there is a sense of community at this high school. You don't see the intense conflicts between different cliques; everyone just gets along regardless of the differences."

The school motto is also manifested in the school's programs, particularly in the comprehensive career planning program, which is organized and implemented by counselors, teachers, administrators, parents and community representatives with all students as the primary focus.

The Program @ a Glance

The program is divided into three components: self-knowledge, educational and occupational exploration, and career planning. Many of the areas are covered in the curriculum within each classroom. The Student Education Occupation Plan (SEOP) highlights six major components. A comprehensive counseling and guidance curriculum, career exploration, selection of career paths, post-secondary intent, and multiple-year planning are all included to facilitate an annual individual SEOP with student, parents, and counselors. The components are managed by an electronic system designed and developed by the school district. Students and parents have constant access, which allows them to monitor and update their individual SEOP at school and at home.

"The purpose of the program is to provide a system that personalizes education for every student. We have chosen as a theme the analogy of a bridge where we as the bridge builders are working together to link each individual student with a career or education path best suited to them," says Adair. "The SEOP allows students to take an active interest in their future, which makes it very personal."

Career planning is targeted by grade level with 10th- and 11th-grade students participating in a career unit while they are enrolled in the driver's education course. This effort reaches 99 percent of the student body. The career unit focuses on career paths, student interests and abilities, educational requirements and future job outlook. A variety of assessment tools is available to the students, including the Choices aptitude and interest assessment. In the 12th grade, students are required to do a senior project in their English class that entails choosing a

Common Elements of a Successful SEOP

Process

- Annual individual conference (which takes place at critical points in the school year).
- Student/parent/counselor involvement
- Well-identified objectives (setting goals, making plans to attain goals, reviewing progress toward goals)
- Coordinated guidance curriculum activities, sequenced grade to grade in areas of: self knowledge, educational and occupational exploration, educational and career planning
- Individual assessment
- Advisement

Products

- A comprehensive planning document
- Student/education/career oriented
- Evidence of student/parent/counselor participation
- Educational/occupational objectives (competencies)
- Connected to four year educational/career plan
- Record of planning (SEOP process) activities

career area of their choice, researching the career, writing a report, and doing a job shadow.

Students at Woods Cross can avail themselves of cooperative work-based learning, student internships, and registration at Davis Area Technical Center, a nearby post-secondary facility instituted to assist adults in re-entering the job market. Registration at the center is also open to high school students who have identified a career field.

The Annual SEOP Conference

The Student Education Occupation Plan (SEOP) is an ongoing process. It incorporates student information and competencies in areas of self-knowledge, educational and occupational exploration, and career planning as defined developmentally in the Utah Comprehensive Counseling and Guidance Model.

A successful SEOP is the result of a cooperative effort of the student, parent, and counselor to plan, monitor, and manage student educational and career development. The student's interests, talents, achievements, and goals are reviewed in an annual conference with parent(s) and a counselor.

"I think the SEOP is the most dynamic aspect of our district's comprehensive counseling and guidance program. We are committed to having student, parent and counselor meet annually to help students plan for the future," says Carol Petersen, head counselor at Woods Cross High School. "Students begin the SEOP process in seventh grade and it really helps students to transition between junior high school to high school on a much more personal level. By the time they reach high school, they are very familiar with the SEOP process. The SEOP is just one way we let students know that 'everybody is somebody at Woods Cross.'"

Nathan Hale High School
West Allis, Wis.

National Honoree

Nathan Hale High School

Facts @ a Glance

Nathan Hale High School
11601 W. Lincoln Ave.
West Allis, WI
Tel: (414) 604-3227
Fax: (414) 546-5734

Contact Person: Barbara Reisner, School Counselor

Vision: "Students at Nathan Hale High School are expected to achieve success within the community, the world of work and higher institutions of learning."

Best Practices: Career Majors; Integration

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Nathan Hale High School

Who Says You Have to be in College to Have a Major?

Students at Nathan Hale High School in West Allis, Wis., have the opportunity to declare a major long before they start their freshman year at college. According to Barbara Reisner, a school counselor at Nathan Hale, "Interested students can declare a career major and begin meeting requirements to obtain a diploma endorsement at the end of their sophomore year. This is known as the Career Academy."

Students can select from the following Career Academy majors: art; business and marketing; communications and computers; construction and trade; education and service; energy, power and transportation; engineering; government; health care; hospitality and tourism; math; music; natural resources; science; and theater. In order to be awarded a Nathan Hale

Nathan Hale Career Academy Activities

Job Shadow: students mentored in half- to full-day visits to selected worksites.

Career Assemblies: career speakers present information about their occupations, individually or in a panel format.

Career Major Meetings: required career information sessions held quarterly; guest speakers and program leaders present important career development information.

Career Assessments: Computerized Career Assessment Tool; students complete career inventories and explore career options.

Mock Interviews: students sign up to attend mock interview sessions sponsored by area agencies and receive feedback after each interview.

Career Fair: local vendors and business representatives run booths at which students can discuss job and career opportunities.

Career Portfolios: students assemble folders containing personal information sheets, resumes, projects, work samples, employment evaluations and teacher recommendation.

Job Placements, Internships, Co-ops: students work after school hours in occupational areas of their interest.

Career Major: during the sophomore-parent meeting, students have an option to continue participation in the Career Academy; parents and students also receive information about Career Majors and the Diploma Endorsement.

Career Counseling Sessions: each school year, school counselors meet in groups and individual counseling sessions with students about career exploration and future career decision making.

Career Major Presentation: seniors pursuing a career major diploma endorsement are required to present a speech on their career major to a classroom or group.

Career Academy Appreciation Breakfast: business, school and organization partners in the Career Academy program are recognized at a year-end event. Students in the career major program assist in organization and food preparation.

Career Major Diploma Endorsement, students must successfully complete 15 career-major requirements by the end of their senior year (see sample requirement checklist).

"The school counseling department established the Career Academy as a high priority in supporting student career development. All students are given an opportunity to investigate their career choices and acquire the skills to become employable," says Reisner. The Career Academy allows students to reach their full potential by making informed career decisions.

The Program @ a Glance

The Career Academy defines Nathan Hale High School's comprehensive career education model, which has been an ongoing part of the school counseling program for the past five years. This unique student-directed career program allows students to prepare for the world of work by having the opportunity to declare a career major, as well as attend planned career activities. The program also features cross-curricular course selections and job-related experiences as a way to guarantee students the ability to personalize their post-high-school life plan.

All students in grades 9-12 have the opportunity to learn more about specific careers by

Sample Career Major Requirements

A Diploma Endorsement Checklist For the Engineering and Applied Technology Career Major

School Courses – 3 required, 2 electives:

- Physics
- Drafting
- Computer course
- Engineering, Design & Manufacturing
- CADP
- Technical Education Co-op
- Advanced Chemistry
- Effective Composition
- Metalwork Technology
- Effective Speech
- Geometry/Advanced Algebra

Projects, Meetings, Events – All required

- Career Portfolio
- Career Research Paper
- Career Major Presentation
- Job Shadow
- Career Assembly
- Career Fair
- Mock Interview

Exit Interview with school counselor

School Activities: 1 required

- Become a Science/Math Lab Aide
- Become a member of Science Olympiad Team
- Become a member of Math Team
- Become a member of Skills America
- Become a member of Video Club
- Participate in Tutor Program
- _____ (fill in other that has been counselor approved)

Career-Related Activities: 1 required

- Attend a workshop at a Milwaukee area engineering company
- Complete college engineering course
- Observe two or more classes at MSOE, UWM or Marquette
- _____ (fill in other that has been counselor approved)

dialoguing with experienced workforce individuals during monthly Career Assemblies held during the day. Freshmen and sophomores participate in the Career Academy by taking part in career exploration lessons that are part of their English curriculum. Hale's school counselors meet individually with all sophomores, juniors and seniors and their parents. During parent meetings, students who have declared career majors and those students who have not made a commitment discuss Career Academy activities that would benefit personal career goals.

Interest inventories, WSAS test results, Career Visions computer lab participation and personal information surveys are all part of the English career units that culminate with an in-depth career research paper completed by the end of sophomore year. Sophomores, juniors and seniors are encouraged to participate in half-day job-shadowing experiences.

Majoring in the Future

At Nathan Hale's graduation ceremony last year, 70 seniors were awarded silver cords highlighting their accomplishment of completing fifteen career major requirements. "Those students can successfully move forward either in college or the world of work having a better sense of the career they would like to pursue," concludes Reisner.

Bear Creek Middle School
Fairburn, Ga.

National Honoree

Bear Creek Middle School

Facts @ a Glance

Bear Creek Middle School
7415 Herndon Road
Fairburn, GA 30277
Tel: (770) 969-6080
Fax: (770) 969-6086

Contact Person: Charma Shaw, Career Planning Director

Vision: The Bear Creek Middle School Career Education Program's vision is to assist students with answering three questions "Who Am I?"; "Where Am I Going?"; and "How Am I Going to Get There?" through a variety of methods and delivery. The program will ensure students the opportunity to explore and plan their future in a developmental and systematic process. The end result should be an effective, successful, contributing citizen in a global society.

Best Practices: Integration; Portfolios; Job Shadow Experiences

Bear Creek Middle School

Where Students Know Who They Are, Where They Are Going, and How They are Going to Get There

When counselors from nearby Creekside High School visit Bear Creek Middle School to register eighth-graders for their freshman year, students are ready. With the guidance of counseling, teaching, and administrative staff, Bear Creek has developed a locally funded career guidance center. "By the time students leave Bear Creek, they know whether they are going on a college prep or career technology course of study in high school," says school counselor Ann Johnston.

This confidence on the part of students stems from the many career experiences they have had by the time they leave the eighth grade. Micah Jaffar, a Bear Creek student, gained confidence while having the opportunity to serve as a page in the Georgia State Senate during the 2001 Legislative Session of the Georgia General Assembly. This bird's-eye view inside the legislative process will influence his future education and career decisions.

Program @ a Glance

The career guidance program at Bear Creek involves all students. The focus is on the planning process using various methods and activities throughout the year. The program is designed around identified competencies formulated from discussion and needs assessment. Each student receives a MECP (my education/career plan) portfolio that includes the results of career/academic related activity sessions. It also includes the results of various assessments. Shadow Day information is maintained in the portfolio for those students who chose to participate.

The career planning program is systematic: sixth-graders explore the question, "Who Am I?"; seventh-graders explore the question, "Where Am I Going?"; and eighth-graders focus on the planning phase, answering the question, "How Am I Going to Get There?" The program is designed to provide career activities and resources that enable classroom teachers to incorporate career education in their individual disciplines and to allow local guidance staff members to participate with students in selected career-related activities. "The activities and resources have been adopted by a number of departments and integrated into the math, science and social studies curriculum very successfully," says Charma Shaw, Bear Creek's Career Planning Director.

"The Fulton County Guidance and Counseling Department provides the tools and resources necessary to provide students and parents with information needed to assist students in making systematic and developmental career decisions," says Shaw. Students at each grade level are provided the opportunity to explore the world of work. Each student determines what he or she needs to do in order to reach academic and career goals. Classroom activities are located in the career center; the faculty members are encouraged to use those activities as part of their lesson plans when appropriate.

The program is facilitated by the career center coordinator, who is responsible for collaboration with administration, guidance and counseling staff, faculty, students, parents and the community.

Students at Bear Creek have the following objectives:

- Identify interest and aptitudes through several different methods, including a commercially produced assessment (CDM) at the eighth-grade level
- Understand the connection between educational achievement and the world of work
- Access career information from a variety of resources including the Georgia Career Information System
- Understand the need for qualified workers in a technological society and that it requires a life-long learning process
- Practice the decision-making process
- Understand the career planning process ("Who Am I?, Where Am I Going? And How Am I Going to Get There?")
- Learn about non-traditional job opportunities and gender equality
- Become familiar with high school curriculum and programs

Independent School District No. 221 Emmett, Idaho

National Honoree

Independent School District No. 221

Facts @ a Glance

Independent School District No. 221
601 East Third St.
Emmett, ID 83617
Tel: (208) 365-6324
Fax: (208) 365-6100
Web site: www.sd221.k12.id.us

Contact Person: Laurie Wilhite, Career Director

Vision: "To prepare all students for the changing world ahead by teaching them about occupations and the world of work. We believe in life-long learning and the uniqueness of each individual as keys to success."

Best Practices: Integration; Portfolios, Job-Shadow Experiences; Career Development Web Site

Independent School District No. 221

A Farming Community Where Past, Present and Future Meet in the Classroom

Emmett, Idaho, evokes an image of a bygone era — that of the small, tight-knit farming community that appreciates a slower pace of life. But the pace is anything but slow for the community's school system. It takes a progressive approach in helping its young citizens think about their futures. Realizing that most careers of the future have not even been created yet, the community has rallied around a career education program to help students prepare for the future.

Program @ a Glance

Walk into Vana Richards fifth-grade classroom at Carberry Intermediate School and you might think it resembles a crime lab. Students can be found exhibiting investigation skills using the scientific method. They have set up a mock crime scene inspired by the latest novel they are reading, "The Felix Mystery." Local police and a forensics scientist are invited to the class to discuss fingerprinting and DNA as well as careers in law enforcement and science that use these investigative skills.

Similar integrated career units can be found throughout classrooms of the Independent School District of Emmett, Idaho. This is just one part of the district's career education program. The capstone of the small school system is a portfolio, designed specifically for the Emmett School District by a collaborative effort of all of the district's counselors. Developed in accordance with the National Career Development Guidelines, the portfolio is implemented beginning in fifth grade, with annual career themes and goals and additions and revisions through 12th grade.

An integral component of the portfolio is the four-year education plan. The parent-approved learning plan is required by the Idaho State Board of Education (IDAPA08.02.03). The portfolio is initially drafted in pencil in the eighth grade, then revised and approved by parents annually through 12th grade.

The Educational and Career Development Portfolio system was created as a means of organizing pertinent information. "The development of the portfolio during these grades teaches students exactly the skills mandated in our school district's goals: effective communication skills, use of modern technology and learning to use pertinent information. For example, students are now using digital cameras to place their photos on resumes and write webpage reports," says Laurie Wilhite, career director for the district schools. "They also create PowerPoint presentations about careers and show them to other students."

Portfolio Grade Level Themes

- **Fifth grade:** self-awareness
- **Sixth grade:** career-awareness
- **Seventh grade:** self-knowledge
- **Eighth grade:** education and occupations
- **Ninth grade:** goal setting
- **10th grade:** assessment of interests and aptitudes
- **11th grade:** career planning
- **12th grade:** post-high school plans

Sample Freshman Portfolio/Career Center Lesson

- **Step 1:** Pull portfolio, update personal data on front, education plan, and activities/work experience on back.
- **Step 2:** Career Pathways-CIS. Select a pathway and compare three occupations in that pathway on a worksheet. File the worksheet in your portfolio for future reference.
- **Step 3:** Goal Setting worksheet. Set goals and write them down in pencil to put in your portfolio.
- **Step 4:** Record any job shadows or other additional experiences you have had. Check off on the inside of your portfolio under "Explore a Career." Familiarize yourself with the CIS occupations button. Print out your occupation sort if time allows.
- **Step 5:** Use the JobWorks program to enter your resume information and this new software program will format, save, and print your resume. Put a copy of your resume in your portfolio. Return your portfolio to the file cabinet.

Arcadia Valley R-2 School District Ironton, Mo.

National Honoree

Arcadia Valley R-2 School District

Facts @ a Glance

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Web site: www.av.k12.mo.us

Contact Person: Toni Erpenbach, A+ Coordinator

Vision: "To establish an educational environment conducive to the needs of all students. The district will provide varied opportunities to increase skills, broaden knowledge, and develop work habits necessary to successfully: 1) seek and maintain employment, 2) further education through a trade or technical school, 3) and/or attend an academic college or university."

Best Practices: Integration; Portfolios; Job Shadow Experiences; Career Development Web Site

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Arcadia Valley R-2 School District

Community Commitment to Career Education

Program @ a Glance

The Arcadia Valley R-2 School District was one of the first school districts to commit to the Missouri Comprehensive Guidance Program. Each of the schools in the district has a certified counselor who implements the Missouri Comprehensive Guidance Program. Structured, developmental experiences are presented systematically through both classroom and group activities in grades K-12. The guidance curriculum addresses students' needs in the areas of career planning/exploration, knowledge of self and others, and educational/vocational career development. Students are provided opportunities to develop, monitor and manage their educational and career plans through a structured, systematic individual planning system.

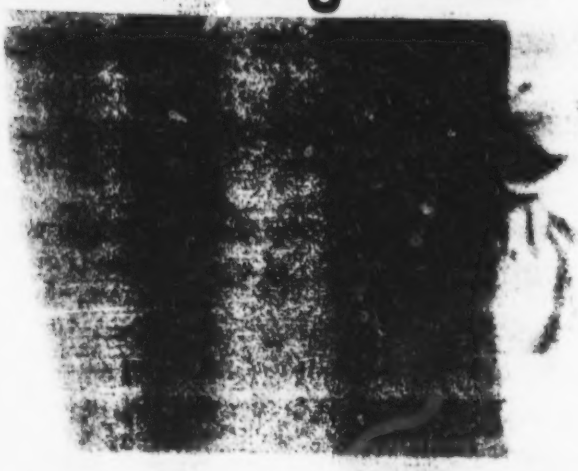
The Arcadia School Board applied for and received various grants that support career planning. Known as the A+ Schools Grant Program, the grant has three primary goals, which are:

- All students will graduate from high school.
- All students will complete a selection of high school studies that is challenging and for which there are identified learner expectations.
- All students will proceed from high school graduation to a college or postsecondary vocational or technical school or high-wage job with workplace skill development opportunities.

Arcadia Valley R-2 School District, Bismarck School District, and Central School District collaborated on this 21st Century Grant. The trio was one of the few school groups in the nation to receive this prestigious grant. The grant provides educational, recreational, health, and social service programs for residents of all ages within a local community and is operated by the school in conjunction with local government agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities.

PART III

Planning for Life Recognition Program Application Preparation and Submission Guidelines and Rating Sheet



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General Information

Purpose: *Planning for Life* recognizes and spotlights exemplary career planning programs to underscore the importance and necessity of career planning as a lifelong need and required skill. *Planning for Life* is a vehicle to help identify, promote, and share the stories of successful career planning programs, which operate across the nation. The attention generates interest and promotes public understanding of the need for programs that support individuals planning for their future.

Recognition: All applicants who participate at the state level receive a Certificate of Excellence. State winners receive a *Planning for Life Recognition Program* Award, and then compete for the national award. Many state winners will also receive a small grant from their state school counselor associations to help support future career planning efforts. National winners are invited to receive a *Planning for Life* National Recognition Program Award at the annual ASCA conference, and are featured in program materials shared with state and national media. The National Honorees' programs are highlighted in *Planning for Life* promotional and career planning materials.

Awards Program Management: The *Planning for Life* program is sponsored by the U.S. Army Recruiting Command and administered by ASCA. The association works closely with its state associations for leadership and assistance in this career planning effort.

Planning For Life Facilitators: Each state school counselor association has appointed a facilitator to coordinate *Planning For Life* across the state. The facilitator works closely with the state school counselor association, school systems, educational organizations and the Education Services Specialists from the U.S. Army Recruiting Command to motivate schools and systems to become involved in career planning and to provide technical assistance when possible to develop the application for the state recognition program. The facilitator conducts presentations on *Planning For Life* and coordinates the statewide review process for the selection of the state *Planning For Life* exemplary program. It is this application that is sent on to ASCA for the national competition.

Timeline: Applications may be submitted to the state *Planning for Life* Facilitator (see Appendix B) as early as Feb. 1, or by a later date established by each state. Review and rating of state applications usually takes place in late March or early April. Review and rating of applications at national level takes place in early May. National honorees are announced in late May. The dates for state recognition ceremonies are determined by each state association; the national recognition ceremony takes place at the ASCA conference in late June.

Eligibility: All districts, schools and post-secondary institutions that serve students in any grade level, 6 and above, are eligible to participate. Each participant must submit an application in order to be eligible for recognition. The program must be operational at the time of application consideration. The program must meet the guidelines and standards of the appropriate state association. Finally, the program must be available to all students within the applying school or post-secondary institution.

Application Preparation and Submission Information

Prepare two copies of the following materials and organize in two three-ring binders:

- **Program abstract:** Must be typewritten or word processed, double-spaced, and no more than two pages in length. The abstract presents an overview of your program and highlights significant aspects that will capture the reader's attention.
- **Program summary:** Address each of the essential elements — Vision, Commitment, Comprehensiveness, Collaboration, Program Management and Program Evaluation — referencing the criteria described in Part I. Use no more than 10 typewritten pages, double-spaced, using the six essential elements as subheadings.
- **Documentation:** Organize supporting program documentation using the six essential elements listed under Program summary. Divide your application binder into sections, and use appropriately marked tabs to identify each documentation section. Include:
  - Assessment materials identified by grade level and purpose
  - Commercially produced materials that are integral to the program
  - Materials and resources developed by the district/school to carry out the program

It is not necessary to include copies of the assessment instruments or other materials listed in this part.

Submit your application to your state Planning for Life Facilitator (names and addresses are found in Appendix B). All state winners are submitted to ASCA and become property of the association. Submission of your application assumes your permission to use and describe your program for publicity purposes. (Your documentation may include references to videotapes; however, the review panel will not view videotapes; therefore do not send the actual tapes with your application.)

For additional information contact:

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Review and Selection

State Application Review

The *Planning for Life* state facilitator will supervise the review of applications in each state. *Planning for Life* state facilitators will convene a review panel. The review panel will include career guidance and school counseling professionals, career education and career development professionals. Other panel members may include parents, business and community representatives. The panel members will review the application using the six essential elements contained in this Resource Guide. (Post-secondary institutions may exclude the criteria that refer to parent or family involvement.)

National Awards Application Review

Each state school counselor association will submit its state winner to ASCA's national competition. ASCA will select a panel to conduct the national awards application review. The national review panel members will include national leaders in the field of career guidance, school counseling and career development.

DON'T FORGET to send all application materials to your *Planning for Life* state facilitator. Names and addresses can be found in Appendix B.

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Planning for Life Application Form

Cover Sheet

Complete the cover sheet and each part of the application as specified.

Applicant Name and Location (school or post-secondary institution)

Name: _____

Address: _____

City: _____ State: _____ ZIP: _____

Please check appropriate configuration:

- ☐ Large School District
- ☐ Small School District
- ☐ Individual School Building
- ☐ Post-Secondary Institution

District/Building Administrator

Name: _____

Title: _____

Phone: ( )_____ Fax: ( ) _____

E-mail address: _____

Contact Person (school counselor/career planning individual submitting application)

Name: _____

Title: _____

Phone: ( )_____ Fax: ( ) _____

E-mail address: _____

Description of institution:
(include student population served: type, size, age and grade)

_____

_____

Community Context:
(population: rural, suburban, or urban: business and/or labor economic environment)

_____

_____

District/Building Administrator Signature: _____ Date: _____

Program Coordinator Signature: _____ Date: _____

Planning for Life Rating Guidelines

Vision: What students will accomplish as a result of an effective career planning program and how it contributes to the school's mission.

Criteria

- There is a written vision statement addressing career planning.
- The career planning vision is connected to the school/district mission/vision.
- The vision statement clearly communicates the purpose of the program.
- The process for creating the vision is stated.
- Stakeholders were represented in the creation of the vision.
- Efforts are made to communicate the vision to all stakeholders.
- A process exists to link the vision to the design of the program.

Sample Documentation

- A written vision statement addressing career planning.
- The school/district mission/vision statement.
- Minutes or summary of meetings in which the vision was created.
- List of stakeholders who created vision, with descriptive titles, is included.
- Notices, statements, news articles, etc. indicating how the vision is communicated to stakeholders.
- Evidence of the process that links the vision statement to the design of the program.

Commitment: Ongoing investment of resources and support in the career planning program by school/district, family and community.

Criteria

- There is evidence of commitment from the administration and the school board through official board policy or administrative directive.
- There is evidence that communicates endorsement and/or support for career planning.
- There is evidence of a commitment by the school guidance and counseling personnel based on activities that they list as a part of their role and responsibility. The entire school faculty should show support for the career planning process through their schedule for the year.
- There is support from the business community evident through partnerships, advisory boards and career fairs.
- There is support from parents/caregivers and numerous opportunities for their involvement to be documented.
- There is evidence of commitment from the students as they take ownership of their own career plan.

Sample Documentation

- Copies of policies and/or school board minutes indicating support.
- Copy of career planning goals and objectives in guidance and counseling program.
- Agendas, minutes, notices of professional development activity related to career planning.
- Evidence of teacher support for career planning (schedules, department meeting minutes, etc.).
- School board minutes indicating business/community and parental support for career planning.
- Evidence of business support of career planning in hiring practices and work-based experiences.
- Evidence of parental involvement in the development and review of their child's career plan.
- Copy of a completed career plan.

Comprehensiveness: The degree to which all students are involved in a career planning process as part of a comprehensive guidance and counseling program.

Criteria

- All students participate in a structured career planning process based on a comprehensive set of outcomes or competencies.
- Career planning activities are conducted at all grade levels.
- Education and training are explored without limitations imposed because of gender, race or physical condition.
- A variety of formal and informal individual assessments is used as needed.
- Individual abilities, aptitudes, achievements and interests form the basis for goal setting in career planning.
- Extracurricular activities support the career planning process.
- Career planning is ongoing and students are encouraged to review and revise their plans frequently and systematically.
- Each student has a written career plan.

Sample Documentation

- Copy of a comprehensive guidance and counseling program including career planning activities.
- Schedule of career planning activities by level.
- Evidence that all students, without limitation, are included in career planning.
- A listing of formal and informal assessment tools utilized.
- Evidence of goal-setting activities.
- Listing of extracurricular activities offered to support career interests of students.
- Schedule of student review of career plan with counselors and/or other professionals.
- Copy of the career plan.

Collaboration: Shared ownership by stakeholders in the career planning process.

Criteria

- Existence of an advisory committee including stakeholders to review and revise the career planning program.
- Administrative/school board support of career planning program.
- Infusion of career planning elements into curricula and other activities.
- Partnerships with business and community agencies to enhance career exploration.
- Structured career planning activities in guidance and counseling program that includes stakeholders.
- Opportunities for parents/caregivers to review and discuss child's career plan.
- Opportunities for parents/caregivers and community members to participate in the career planning program.
- Opportunities for students to give feedback to the career planning program.

Sample Documentation

- Minutes of advisory committee meetings.
- List of stakeholders on advisory committees.
- Schedule of career planning activities that include stakeholders.
- Administrative/school board directives, memoranda, and articulation agreements.
- Teacher schedule indicating career planning activities.
- Partnership agreements.
- Evidence of job shadows, internships, career mentoring, and business and/or community support.
- Evidence of parental involvement as volunteers, career days, etc.
- Schedule of parent conferences using career plans as basis.
- Fliers, articles, etc. announcing career fairs or other career activities.
- Agenda of professional development activities that include stakeholders.

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Program Management: A management system for career planning that ensures effective use of resources in the coordination, articulation and transition of the program from one grade level to the next.

Criteria

- There is a clear line of responsibility in the implementation and coordination of the program.
- Efforts are made to ensure a smooth transition at all levels.
- Qualified professionals ensure that the program is developmental and sequential.
- The program is a collaborative effort involving stakeholders.
- A steering committee exists to monitor the ongoing program.
- Revisions are made in the program based on needs assessments and feedback.
- Stakeholders are regularly informed of status of the program through various forms of communication.
- A structure is in place to ensure coordination among the school, community and businesses involved in the career planning program.

Sample Documentation

- Evidence of responsibility for implementation included in a written career planning program.
- An organizational chart indicating the line of responsibility in the implementation and monitoring of the program.
- List of steering committee members and minutes of meetings.
- Reports of the process used to receive feedback in the career planning program.
- Qualifications of personnel involved in implementation of the program.
- Copies of public relations initiatives to inform stakeholders and the community of the program.
- Evidence of coordination of program among school, community and businesses.

Program Evaluation: The degree to which the program provides evidence of success.

Criteria

- There is ongoing evaluation of specific competencies based on feedback.
- Student competencies were developed using the National Standards for School Counseling Programs and/or the National Career Development Guidelines.
- Needs assessments are periodically conducted with stakeholders.
- There is a process for summative evaluation.
- There is a process to revise the program based on evaluation results.

Sample Documentation

- Methods of evaluation of student competencies.
- Documentation of student feedback.
- Copies of needs assessments.
- Surveys of business, community agencies, parents, students, teachers and other staff.
- Follow-up student surveys.
- Report of summative evaluation.

Sample Summary Rating Criteria

Applicant: _____

Signature of Reviewer: _____

Date: _____

	Maximum Points	Points Awarded
Cover Sheet	2 points	_____
Program Abstract	8 points	_____
Program Summary and Documentation		
Vision	10 points	_____
Commitment	20 points	_____
Comprehensiveness	20 points	_____
Collaboration	15 points	_____
Program Management	10 points	_____
Program Evaluation	15 points	_____
Total points available: 100	**Total points awarded**	_____

Summary Comments

Strengths:

_____

_____

_____

_____

_____

Unique Features:

_____

_____

_____

_____

_____

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National Standards for School Counseling Programs

The National Standards for School Counseling Programs are what ASCA believes to be the essential elements of a high-quality, effective school counseling program. The standards address program content and the knowledge, attitudes, and skill competencies that all students will develop as a result of participating in a school counseling program.

I. Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

II. Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

III. Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take appropriate action to achieve goals.

Standard C: Students will understand safety and survival skills.

The American School Counselor Association (ASCA) is dedicated to assisting school counselors to help students reach their fullest potential. For more information about implementing the National Standards For School Counseling Programs, call ASCA at (800) 306-4722.

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NOTE: The battalion Education Services Specialist (ESS) is the primary point of contact for information concerning the *Planning for Life* program. Since the battalions are not aligned along state lines, you may be asked to contact an ESS located in a neighboring state.

National Career Development Guidelines

Career Development Competencies by Area and Level

Self-Knowledge

Elementary

- Knowledge of the importance of self-concept
- Skills to interact with others
- Awareness of the importance of growth and change

Middle/Junior High School

- Knowledge of the influence of a positive self-concept
- Skills to interact with others
- Knowledge of the importance of growth and change

High School

- Understanding the influence of a positive self-concept
- Skills to interact positively with others
- Understanding the impact of growth and development

Adult

- Skills to maintain a positive self-concept
- Skills to maintain effective behaviors
- Understanding developmental changes and transitions

Educational and Occupational Exploration

Elementary

- Awareness of the benefits of educational achievement
- Awareness of the relationship between work and learning
- Skills to understand and use career information
- Awareness of the importance of personal responsibility and good work habits
- Awareness of how work relates to the needs and functions of society

Middle/Junior High School

- Knowledge of the benefits of educational achievement to career opportunities
- Understanding of the relationship between work and learning
- Skills to locate, understand and use career information
- Knowledge of skills necessary to seek and obtain jobs
- Understanding of how work relates to the needs and functions of the economy and society

High School

- Understanding the relationship between educational achievement and career planning
- Understanding the need for positive attitudes toward work and learning
- Skills to locate, evaluate and interpret career information
- Skills to prepare to seek, obtain, maintain and change jobs
- Understanding how societal needs and functions influence the nature and structure of work

Adult

- Skills to enter and participate in education and training
- Skills to participate in work and life-long learning
- Skills to locate, evaluate and interpret career information
- Skills to prepare to seek, obtain, maintain and change jobs
- Understanding of how the needs and functions of society influence the nature and structure of work

Career Planning

Elementary

- Understanding of how to make decisions
- Awareness of the interrelationship of life roles
- Awareness of different occupations and changing male/female roles
- Awareness of the career planning process

Middle/Junior High School

- Skills to make decisions
- Knowledge of the interrelationship of life roles
- Knowledge of different occupations and changing male/female roles
- Understanding of the process of career planning

High School

- Skills to make decisions
- Understanding of the interrelationship of life roles
- Understanding of the continuous changes in male/female roles
- Skills in career planning

Adult

- Skills to make decisions
- Understanding of the impact of work on individual and family life
- Understanding of the continuing changes in male/female roles
- Skills to make career transitions

References

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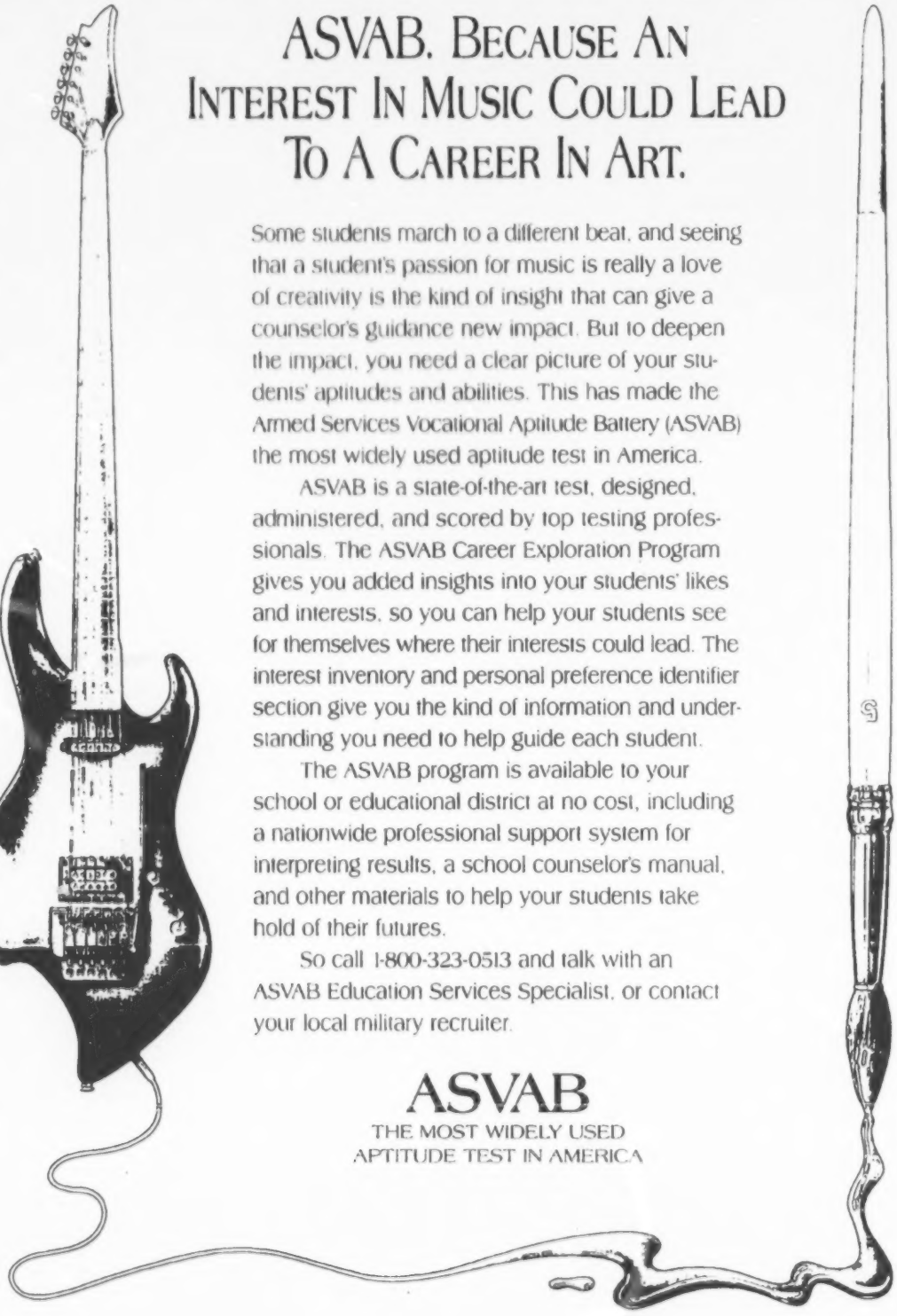

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